DOCUMENT RESUME

ED 236 894 EC 165 117

TITLE	A Calendar of Activities for Parents of Handicapped Students, 1983-1984. Intermediate.
INSTITUTION	District of Columbia Public Schools, Washington, DC. Div. of Special Education and Pupil Personnel Services.
SPONS AGENCY	Mid-Atlantic Regional Resource Center, Washington, DC.
PUB DATE	[83]
CONTRACT	300-80-0718
NOTE	30p.; For related document, see EC 165 115-118. Small print.
AVAILABLE FROM	District of Columbia Public Schools, Division of Special Education and Pupil Personnel Services, 415 12th St., N.W., Washington, DC 20004 (while supply lasts).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Attention Control; Basic Skills; Child Responsibility; Daily Living Skills; *Disabilities; Emotional Development; *Family Involvement; Intermediate Grades; Language Arts; *Learning Activities; Mathematical Enrichment; Nonformal Education; Parent Materials; *Parent Participation; Parent School Relationship; Parent Student Relationship; Reading Improvement; Safety Education; Skill Development; Student Responsibility; Supplementary Education
IDENTIFIERS	*District of Columbia Public Schools; Informal Education; PF Project

ABSTRACT

Designed for use with handicapped students in the intermediate grades in the Washington, D.C. school district, the daily activities in this calendar can be helpful to any parent interested in reinforcing classroom learning with a structured home program. Activities for each month center around a particular theme, as follows: September, preparing for the new school year; October, expressing feelings; November, understanding and using rules; December, paying attention; January, completing tasks; February, accepting consequences; March, following directions; April, reviewing reading and language skills; May, reviewing math skills; June, reading signs; July, survival skills; and August, safety skills. A checklist for recording parent and child activities and a list of things to do in Washington supplement this guide. (LP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED236894

A Calendar of Activities for Parents of Handicapped Students 1983-1984

Intermediate

District of Columbia Public Schools

EC165117

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

M. Cooper

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

A Calendar of Activities For Parents of **Handicapped Students** **1983–1984**

Intermediate

A CALENDAR OF ACTIVITIES FOR PARENTS OF HANDICAPPED STUDENTS

Dear Parents:

We have designed this calendar of activities for you and your son/daughter.* We feel that the development and success of your youngster in reaching his/her* maximum potential can be influenced by the home. Therefore, the activities in this calendar are designed to support the work that takes place in the daily classroom.

None of the activities requires expensive materials or much time. Most activities can be done in 5 or 10 minutes. However, there are suggested excursions for each month that the entire family can enjoy. These exercises will give both of you an opportunity to communicate with each other, provide practice for skills learned or taught, and help make education a meaningful experience for everyone.

Although this calendar was developed for parents of the handicapped it is recommended for use with non-handicapped students by parents who want to establish a structured home reenforcement program for their son/daughter.

Come get on board!

Doris A. Woodson
Assistant Superintendent

*This calendar has been developed for use with both boys and girls. Rather than using son/daughter, he/she, s/he, his/her or similar language, references to your child's sex are alternated each month between male and female. Feel free to change it whenever necessary to fit your child.

Directions to the parent:

1. Hang the calendar in a room in your home where it can be seen daily.
2. Set aside 15 minutes each day when you can relax with no distractions.
3. Follow directions and complete activities scheduled for each day. (Some activities in the calendar may not be for your child; for that day please go back and review an earlier activity.)
4. Be happy and enthusiastic.
5. Encourage him/her to do the best. Help him/her to be right.
6. BE PATIENT. Use praise.
7. Enjoy it!

(See inside back cover for a checklist and a list of fun things to do in Washington).

SEPTEMBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Take your child to shop for school supplies. "ANOTHER SCHOOL YEAR"				**1** Take 10 minutes to sit down and talk with your child about the importance of going to school. Ask your child for 6 reasons why school is important.	**2** With your child select an area in your house that your child will be able to use for school work.	**3** Sit down with your child and decide on a time in which daily home reinforcement activities will be done.
4 Help your child decorate her study area.	**5** LABOR DAY With your child decide what supplies should be in this area. Discuss what will be needed. Use the newspaper to find the best bargains.	**6** Take 10 minutes to discuss the meaning of Labor Day with your child.	**7** Review with your child what will be expected from her after school. For example: to go directly home, not to let friends in the house, to begin homework, etc.	**8** Today is the first day of school! This evening sit down with your child and discuss her first day of school! Ask her the name of her teacher(s), her room number, and if she has made any new friends.	**9** Have your child review with you general survival information. Have your child tell you her complete name, address, phone number, date of birth, age, grade, school and the name of her teacher. Post this information in your child's study area.	**10** With your child review and discuss the rules of conduct from your child's school.
11 Have your child copy and post her school's rules in her study area.	**12** Play a guessing game with your child using the school rules. Give an example of a behavior; for example, running in the halls. Have her give you the correct rule.	**13** Sit down with your child and ask her how she should study. Ask her why studying is important.	**14** Make up five study rules with your child.	**15** Have your child draw a picture to describe each study rule. Write the rule at the bottom of the picture. Post the rules and pictures in her study corner.	**16** Make a study word box with your child using an old shoe box. Help your child decorate the box. Cut a slit in the top so your child can drop new vocabulary words inside.	**17** YOM KIPPUR. With your child select 5 new vocabulary words related to studying. Some words might be: • study • desk • quiet • homework • supplies Write each word on a card, review it and keep it in the study word box.
18 Help your child write a short story using her new study vocabulary words.	**19** Review the study vocabulary words with your child. Have the child put her new words in alphabetical order. Ask her to define the meaning of each study word in her own words.	**20** Have your child make up a story about the first week of school. Ask your child to tell you about her story. Let her draw a picture about her story.	**21** With your child review the rule for compound words. Rule: Compound words are two small words put together to make one. For example: school + book = schoolbook	**22** Help your child make up 6 compound words about school. Some words which you might use are: 1) homework 2) schoolyard 3) bookmark 4) studyhall 5) classroom 6) lunchbox	**23** Have your child copy her compound words for the study word box. Put each word in alphabetical order.	**24** Play a game using all of your child's study words. Have your child count the number of syllables in each words. Then see how fast she can alphabetize the study word cards.
25 Test your child's memory. Ask her to tell you any 3 new rules she has learned this month.	**26** Sit down with your child and discuss her feelings about the first month of school. Share your feelings about her new study habits.	**27** Take a picture of your child in her study area. Let her post this picture in the area.	**28** Plan an outing with your child to visit the study area in your local library.	**29** Help your child write a short story. Title the story "(child's name) Study Habits".	**30** Let your child read the story to the family. Hang the story in the study corner.	

OCTOBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			"EXPRESSING FEELINGS"		Take your child to the library and choose a Halloween story.	**1** Take 10 minutes to sit down with your child and talk about feelings. Ask your child to describe what he thinks feelings are.
2 Ask your child to think of five words which describe someone's feelings. Put the words in the word study box.	**3** Give the child the words: happy, sad, angry, fearful and bored. Have him discuss their meaning.	**4** Put the new words on cards and have your child select colors that match these words, and color the back of the card.	**5** Play a "feeling" game with your child. Say "I feel blue today! What words describes me?" Your child should answer "sad", etc.	**6** Talk about feelings with your child. Have him describe how he sometimes acts or what he is usually doing when he feels happy, sad, angry, fearful or bored.	**7** Show your child a picture of a child his age involved in an activity. Have your child tell you how the child must feel.	**8** Have your child draw a picture which describes feeling lonely, sad, happy, etc.
9 With your child make up a poem about feelings.	**10** Columbus Day! Talk to your child about Columbus. Ask him r how he thinks Columbus must have felt discovering America.	**11** Observe your child at home; ask him how he is feeling. When he responds by verbally stating his feelings, praise him by saying, "I like the way you tell me how you feel" or "You are good at expressing your feelings."	**12** Have your child list three positive ways of expressing feelings at home, school, etc.	**13** Have your child list three negative ways of expressing feelings at home, school, etc.	**14** With your child make up pleasant consequences for positively expressing feelings.	**15** Ask your child to write a paragraph telling how he feels about himself today.
16 Ask your child to tell you three things he did at school or at home to make someone feel good.	**17** Ask your child to tell you three things that he did to make himself feel good today.	**18** Sit down with your child and review and discuss why it is important to talk about, and to express his feelings.	**19** Give your child a paper bag. Have him draw a mask on each side to describe two opposite feelings, for example, happy, sad, bored, excited, etc.	**20** Have your child make up a simple "feelings" play, using the paper bag face as a costume.	**21** Ask your child to think of three ways that animals express feelings. List three ways and draw a picture.	**22** Ask your child to make up a list of people, including the names of everyone in your house, and two ways in which they express their feelings.
23 Discuss with your child how he expresses his feelings when he loses or breaks something. Ask him what he does. **30** Have your child send Halloween-Grams to members of your family showing his feelings for them: Example: "Boo! I sure like you!	**24** Make up three rules about expressing feelings with your child. **31** Cut out a Jack-O-Lantern with your child. Let the pumpkin express how your child feels, e.g., Happy.	**25** Ask your child if he can think of three fun ways of expressing feelings during Halloween. Some ways are: • dressing up to express feelings • giving candy to show feelings, etc.	**26** With your child write down three safety rules for expressing feelings while "Trick-or-Treating;" e.g., Be polite if someone does not give you a treat, etc.	**27** Review the rules for expressing feelings with your child and post them in the study area.	**28** Discuss a costume with your child that will let him express his feelings.	**29** Help your child select or make a costume which will help to express his feelings.

NOVEMBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
VISIT YOUR CHILD'S SCHOOL FOR THE THANKSGIVING PROGRAM		**1** Sit down with your child; ask him what a rule is. Ask your child why people need rules. Ask your child who can make rules.	**2** Sit down with your child and make up three new rules. Suggestion: • make a rule for behavior at home • make a rule for behavior at school • make a rule for having fun with friends.	**3** Ask your child if she can think of ways people use rules in learning new things.	**4** Give your child a new rule: "Two words put together make compound words." Make up five compound words with your child.	**5** Sit down with your child. Show her six word cards. Have her use each word in a sentence. Use compound word rules.
6 Leave your child a note. Have her follow the directions on the note; for example: Clean your room.	**7** Tonight review home and school rules with your child. Your rule for this week might be: "Be thoughtful and respectful to others."	**8** Have your child write three sentences. The rule for sentences is that "They express a complete thought."	**9** Tell your child it she can make words shorter by contracting them. Write these words on paper and have your child write the correct contraction: cannot; should not; do not. can't shouldn't don't	**10** Give your child the following rule: "All sentences begin with a capital letter." Give your child three sentences and let her put the capital letter on the correct word.	**11** Give your child the following rule: "Days of the week and months of the year begin with a capital letter." Have your child write any five days or months.	**12** Tell your child that the names of holidays begin with a capital letter. Have your child name 4 holidays. Ask your child why holidays are important.
13 Discuss what your child has learned this week. Ask her why rules are so very important.	**14** Make up and play a fun game with your child. Let her explain the rules. Talk about how important it is to follow rules when playing a game.	**15** Teach your child a new rule about adjectives. Rule: Adjectives are descriptive words. Give your child an example: Pretty book, large dog, funny man.	**16** Show your child a picture of a turkey. Have her write 6 adjectives to describe the picture. Review the adjective rule.	**17** Using the adjective rule, have your child find a picture in the newspaper or in an old book. Have her cut it out. Underneath the picture list 10 adjectives. For example: fast, shiny, pretty, etc.	**18** Ask your child if she knows the rule for verbs. Review the rule: A verb is an action word. Have your child copy this rule.	**19** With your child list 6 action words. Some words might be: to run, to jump, to skip, etc.
20 Give your child a pencil and some paper. Let her draw a picture which shows action. (Running.)	**21** Ask your child to think of how famous people use rules. List 3 ways.	**22** Ask your child what rules people living in Washington, D.C., must follow. List 3 rules.	**23** Ask your child to tell you 3 things that happen to people who break rules. Some examples are: Go to jail, Get into trouble, etc.	**24** Think of three Thanksgiving nouns with your child; For example: (Person:) Pilgrim; (Place:) Plymouth Rock; (Thing:) Turkey.	**25** Teach your child the rule for naming nouns. Rule: A noun is a name of a person, place, or a thing.	**26** Using your rule for nouns, have your child list 5 things in each category: person, place, and thing.
27 Review your noun rules with your child. Ask her what we call a person, place, or thing? Answer: a noun.	**28** Review the rules for verbs. Have your child put the rule in her word box.	**29** Review the rule for adjectives. Have your child put the rule in her word box.	**30** Review the rule for nouns. Have your child put the rule in her word box.	"UNDERSTANDING AND USING RULES"		

DECEMBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
"ATTENDING" (listening carefully and paying attention)			Take your child downtown to see the National Christmas Tree.	**1** HANUKKAH	**2** Sit down with your child. Tell him he is going to learn a new skill this month. This skill is called attending. Attending means listening carefully and paying attention to things you are doing or that are going on around you.	**3** Ask your child to name at least 3 situations in which he pays careful attention. (1) (2) (3)
4 Watch a favorite cartoon with your child. Ask him to tell you what the story was all about.	**5** Sit down with your child; quietly talk about your good week! Ask him to tell you 2 good things that happened.	**6** Read, or make up a holiday story. Have your child tell you what he thought of the story.	**7** Check to see how well your child listened to Monday's story. Ask him to draw a picture about the story.	**8** Sit down with your child. Ask him to tell you 2 new things he learned in school.	**9** Sit with your child and have him write a sentence about listening carefully.	**10** Have a poster contest. Have your child design a poster that shows how important good listening is. Let him put the poster in his study corner.
11 Have your child write a short story about the importance of good listening.	**12** Give your child the movie section. Describe one of the picture advertisements inside. Now have him find that picture. See how well he listens.	**13** Play a listening game! Sitting quietly, describe a person your child knows or a place where you have been. Have your child tell you the person or place.	**14** Today let your child check how well you attend (listen). Have him describe a place or someone you know. You try to guess the place or person.	**15** Attending skills are important to safety. Ask your child if he can remember a safety rule you taught him about the house.	**16** Have your child list 3 safety rules. Hang the rules in his study corner.	**17** Have your child sit quietly and listen. Tell him 3 safety rules for Christmas. For example: (1) Unplug the Christmas tree, (2) Don't run near the tree.
18 Have your child draw a picture of each safety rule.	**19** Ask your child how well he thinks he listens. Check his skill. Have him tell you 2 of 3 safety rules.	**20** Help to build your child's attending skills. Review the months of the year. Now have him tell you the names of the months.	**21** Introduce 5 new holiday vocabulary words to your child. Use each word in a sentence. Now have him use each word in a sentence. Suggested words: Santa, Christmas, snow, etc.	**22** Let's see how strong your child's memory is, and how well he attended. Ask him to tell you 3 new holiday words he learned.	**23** Have your child listen quietly as you read or make up a Christmas story. Have him tell you what the story was all about.	**24** Sit down with your child and have him listen carefully while you tell him what you did today. Ask him to tell you in his own words what you did.
25 MERRY CHRISTMAS Give your child directions for preparing for Christmas Day. Ask your child what your directions were.	**26** Ask your child to tell you 3 things he remembers about Christmas Day.	**27** Sitting quiety with your child, discuss the meaning of the Holiday Season.	**28** Have your child tell you one thing about the importance of the Holiday.	**29** Watch a holiday special with your child. Have him tell you about the show.	**30** Ask your child to tell you 2 things he has learned this month. Praise him if he shows good listening.	**31** Sitting with your child, discuss the good things that happened in 1982. Have him give you 2 New Year's resolutions.

JANUARY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 New Year's Day! Take a day to relax and visit friends.	**2** Discuss with your child the importance of finishing tasks that you begin.	**3** Ask your child to tell you three things that might happen if you don't complete something you start.	**4** Give your child three incomplete sentences. The dog _____. The girls and boys _____. It is a beautiful _____. Have your child complete each sentence.	**5** Ask your child what it means to complete a class assignment. Use this example: Mrs. Jones gave you 10 math problems. You complete _____. (Answer: 10)	**6** Make up two examples of completing a task. Have your child complete the sentences: (1) Ms. Prince asked Will to clean up his room. Will _____ up his room. (2) Gene asked Jo to finish his homework. Jo _____ his homework.	**7** A sentence is a group of words which expresses a complete thought. Have your child make up and write 5 sentences.
8 Ask your child to clean up her room. Upon completing the task, praise her behavior.	**9** Play a sentence completion game with your child. Say a group of words such as: Wow! Did you see that _____. Hey! Look out for _____. Have your child complete each.	**10** Sit down with your child. With her list three tasks she wishes to complete this week. Review each task; let her tell you why it is important to complete them.	**11** Sit down with your child. Make up a task chart. Let her put an X or ✓ by each task she completes.	**12** Sit down with your child. Tell her you are going to help her make a tool which will help her with math. Take a strip of paper, write the numbers 0–10. This tool is called a number line. Count on it to help solve problems. 0 1 2 3 4 5 6 7 8 9 10	**13** Sit down with your child, givd her 5 addition problems using her number line. Have her complete the problems. (Sample problems:) 4 +3 = _____ 9 +0 = _____ 6 +3 = _____ 7 +2 = _____ 4 +6 = _____ Review the answers together.	**14** Sit down with your child. Let her review her addition facts by making up 4 new problems. Use the number line as a tool to help complete the problems.
15 Sit down with your child. Praise her for working hard. Let her know how proud it makes you feel to have her complete things she has started.	**16** Sit down with your child. Ask her to tell you how she feels about completing tasks. Set goals for completing tasks for the week to come.	**17** Sit down with your child. Give her 5 addition problems using two-digit numbers. Have your child use her number lines to complete this task. (Sample problems) 46 +13 = _____ 19 +10 = _____ 23 +25 = _____ 17 +12 = _____ 41 +52 = _____ Have your child place her finger over the column at the left and add one column at a time.	**18** Sit down with your child and review adding one and two digit numbers. Now introduce three digit numbers. Give your child four problems. Use the number line to help her complete this task. (Sample problems) 103 +265 = _____ 268 +131 = _____ 900 +125 = _____ 675 +124 = _____	**19** Sit down with your child. Give her a review task to complete using one, two, and three digit numbers. (Sample problems) 9 +0 = _____ 46 +13 = _____ 268 +131 = _____ 4 +6 = _____ 41 +52 = _____	**20** Sit down with your child. Review the subtraction of single digit numbers. Using the number line as a tool, have your child complete these problems: 9 −0 = _____ 8 −4 = _____ 7 −2 = _____ 4 −3 = _____ 6 −3 = _____	**21** Sit down with your child; review subtraction of two digit numbers. Have your child use her number line to complete this task. 1 2 3 4 5 6 7 8 9 10 (Sample problems) 46 −13 = _____ 19 −10 = _____ 23 −21 = _____ 17 −12 = _____ 52 −41 = _____
22 Sit down with your child; review subtraction of three digit numbers. Give your child four problems to complete. 675 −124 = _____ 268 −131 = _____ 900 −125 = _____ 584 −504 = _____	**23** Sit down with your child and review the math tasks she completed for the week. Put a happy face on all completed papers.	**24** Ask your child to complete these review problems. 8 −4 = _____ 46 −13 = _____ 675 −124 = _____	**25** Review addition facts with your child. Have your child read and complete this problem: Jim has nine pieces of candy. Sue had zero pieces of candy. How much candy did they have in all? _____ pieces.	**26** Make up 3 more word problems using addition facts from the sample list. Have your child complete these problems.	**27** Review subtraction facts with your child. Have your child read and complete this problem: Jim had 8 pieces of candy. He gave Sue 4 pieces of candy. How much candy did Jim have left? _____ pieces.	**28** Make up 3 more word problems using subtraction facts from the sample list. Have your child complete each problem.
29 Let your child test her skill and speed in completing problems. Have her make up one word problem, two addition and two subtraction problems. Review them with your child.	**30** Sit down with your child. Ask her how she felt about completing so many new tasks. Discuss her feelings.	**31** Give your child an "I completed my work this month!" sticker.	 "COMPLETING TASKS" Take your child to watch the completion of a new building in Washington, D.C. 			

FEBRUARY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Visit the Air and Space Museum with your child.	"ACCEPTING CONSEQUENCES"		**1** Sit down with your child. Ask your child to tell you what he thinks a consequence is. Discuss it.	**2** Tell your child that a consequence is something that comes about as a result of an action. Give him an example: You hit someone. The consequence may be that he hits you back.	**3** With your child make a list of 5 actions and consequences. For example: (1) You put your hand in fireIyou get burned. (2) You say "Hello"Isomeone smiles. (3) If you do well on your workIyou get a star.	**4** Sit down with your child; ask him to tell you 3 positive consequences which were a result of his behavior in school.
5 Sit down with your child; have him make a list of his Saturday chores. Then list the positive consequences of finishing his work: —Go play For Example—Free time	**6** Review consequences with your child. Discuss positive consequences and negative consequences with your child. Ask your child how they are different.	**7** Talk to your child about consequences in the news. Listen to the news with your child and ask him to tell you one thing that happened and the consequences.	**8** Give your child the Sunday comics from the newspaper. Let him cut out pictures and make up a story of something that happened and the consequences.	**9** With your child, hang his story about consequences in the study corner. Discuss the story.	**10** Sit down with your child and cut out a current event; for example: Sports: Boxing: Sugar Ray Leonard. Name three consequences if Sugar Ray fights.	**11** Sit down with your child; have him cut out a picture of someone he likes or would like to know. Have him list the consequences of friendship.
12 Lincoln's Birthday! Ask your child to tell you the consequences of Abe Lincoln's hard work and studying by the fire. Answer: He became President of the United States.	**13** Sit down with your child; discuss the importance of learning to accept consequences. Ask your child why it is sometimes hard to accept consequences.	**14** Valentine's Day! Make Valentines for the family with your child. Let him give the Valentines to each family member. Have him notice the consequences.	**15** Review the consequence rule with your child. Remind him that he is responsible for his own behaviors and the consequences of those behaviors.	**16** Sit down with your child. Ask him to think of one home behavior he would like to change. Ask him what the consequences for the behavior are now.	**17** List the behavior your child wants to change on a sheet of paper. Have him list 2 positive consequences he can receive once he has changed the behavior. For example: Behavior — Consequence; Cleaning my room. — Play outside.	**18** Sit down with your child and make an agreement to work on the behavior. Tell your child if the behavior improves he can earn his positive consequences.
19 Write down the agreement you have made with your child. We will call this agreement a contract. CONTRACT I agree to clean my room by 10:00. If I clean my room I can play outside with my friend. Signed _____	**20** George Washington's Birthday! Have your child make up a story about the consequences of George Washington cutting down the cherry tree.	**21** Review your child's contract with him. Discuss how he feels about the consequence he has chosen. Remind him that he is responsible for his own behavior.	**22** Sit down with your child; have him discuss what he learned at school today. Ask him what he thinks the consequences of learning are.	**23** Sit down with your child; have him help you list 3 free time activities he can earn as consequences of good behavior. For example: (1) Listening to radio (2) Dancing	**24** Sit down with your child. Take the list of activities he has chosen. Beside each activity write the condition for receiving the positive consequence. For example: Dancing—After doing homework Watching T.V.—After cleaning your room	**25** Make a chart for the positive consequences and conditions with your child. Have him record his progress daily.
26 Sit down with your child. Discuss the progress he has made in understanding and accepting consequences.	**27** Make a Happy-Gram with your child. Have him write about the consequences of his behavior and have him tell how the consequences made him feel.	**28** Have your child color his Happy-Gram. Hang it in his study corner.	**29**			

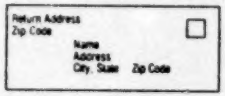
M T W T F

Dancing	Finished homework					
Watching T.V.	Cleaned Room					

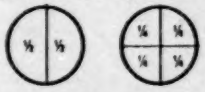
MARCH

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
"FOLLOWING DIRECTIONS" Take your child to visit the Capital Children's Museum located at 3rd and H Street, N.E., Washington, D.C.				**1** Sit down with your child; tell your child that this month you will be working on following directions.	**2** Discuss with your child why it is important to follow directions.	**3** Tell your child that directions are instructions that tell you how to use or do something. Ask your child to give you an example of a direction.
4 Make a direction poster with your child. You will need a large poster board and a ruler to make lines. DIRECTIONS	**5** With your child, look around the house and find 3 things that have directions. For example, • cleanser • soap powder • medicine	**6** Have your child list 3 items with directions on her direction poster. Have her list the directions. For example: Directions Salad Dressing—Shake well	**7** Give your child an old newspaper or magazine. Give her the following directions: "Look through the newspaper and cut out pictures of objects with their directions. Find at least three."	**8** Have your child paste her direction pictures on her poster. Have your child read the directions on each picture aloud.	**9** Make up or use the following directions. Tell your child he is to follow each direction written: Direction: (1) Sit in your chair (2) Pick up your pencil (3) Write your name	**10** Give your child the following directions: Write three sentences about your school day. Check your sentences for capital letters and periods.
11 Have your child read these directions and complete the activity: Write the days of the week in order, and a favorite T.V. show for each day.	**12** Ask your child to tell you the directions he must follow when going outside to play.	**13** Review following directions with your child. Have your child give you three examples of following directions.	**14** Tell your child that this week you will review following directions using the newspaper. Using the front page, have your child cut out three headlines.	**15** With your child locate the newspaper's table of contents. Have your child follow your directions to answer these questions: (1) The page number for comics? (2) ... the sports section?	**16** Have your child turn to the Metro section of today's paper. Have your child tell you one thing that happened in Washington, D.C.	**17** St. Patrick's Day! Using the newspaper, have your child do the following: Find three items about St. Patrick's Day.
18 Have your child find the section of the paper that announces jobs, apartments, lost cats and dogs. Ask the child to give you the name of this section. Answer: Classified.	**19** Have your child cut out a picture in the Sports section and make up a story about the event.	**20** With your child using the Sunday T.V. section, have her list 3 television shows and the time they are broadcast.	**21** Have your child cut pictures of various food items from the newspaper. Have the child place a price next to each item pictured. Example: Apples: .79¢ per pound	**22** Give your child the following directions: Pretend you have $20.00 to spend. Make a grocery list and, using the newspaper, buy food for several meals.	**23** Have your child assist you in making your weekly shopping list.	**24** Using the entertainment section, have your child list the names of 3 entertainers and the dates they will appear in town.
25 Using the newspaper, have your child write 3 types of information that the newspaper provides. Example: Sports information Classified information	**26** Using the sales section, have your child do the following: (1) Select a car she would like to buy (2) List the price of the car	**27** Using the car classified information, have your child answer the following questions: (1) Is the price of the car fair? (2) Could she buy a cheaper model?	**28** Sit down with your child and discuss the importance of following directions when going from one place to another.	**29** Play a direction game with your child. Have her follow your directions.	**30** With your child, make a map of the house. Have your child write directions for going from the bedroom to the kitchen.	**31** Review with your child 3 important facts about following directions.

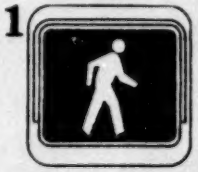
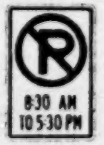
APRIL

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Sit down with your child; tell him that this month you will begin to review academic skills in reading and language arts.	**2** Review the following rule: When the first vowel in a word is followed by two consonants, the word usually is divided between the two consonants. Example: The first vowel in cotton is followed by two (ts) so cot ton is divided between the two (ts).	**3** Using your new rule, divide the following words: funnel better follow carry almost happen	**4** Tell your child that some words have more than one meaning. Have your child read each sentence and tell you what each word means: (1) He saw the saw in the workroom. (2) The fly can fly.	**5** Have your child look up these words in the dictionary. (1) Study, (2) Review, (3) Test. Have your child list the dictionary for each.	**6** Review the following prefixes with your child: dis, un, and re. Have your child make a sentence with each: dislike, unwind, review.	**7** Give your child 3 sentences and have him place capital letters where they belong. (1) mary, joe, and joan are friends. (2) i like to eat candy. (3) my teacher is mrs. hampton.
8 Have your child review the parts of a friendly letter. 	**9** Have your child review addressing an envelope.  	**10** Review the signs which come at the end of sentences. They are called punctuation marks. . ! period exclamation mark ? question mark	**11** Review this rule with your child. Rule: Sentences that tell things end in a period (.). Have your child write 3 sentences that tell something.	**12** Review this rule with your child. Rule: Sentences that ask something end with a question mark (?). Have your child write 3 sentences that ask something. Example: Where do you live?	**13** Review this rule with your child. Rule: Sentences that show excitement and strong feelings end with an exclamation mark (!). Have your child write 3 sentences that show strong feelings. Example: What a beautiful day!	**14** Give your child 3 sentences. Have him fill in the needed punctuation. Sample: (1) Boy, am I tired _____ (2) Do you know his name _____ (3) She is a very nice girl _____
15 Review the rules for pronouns. Rule: Pronouns stand for other words that name people and things. Review these pronouns: he, she, it, her, they, you, him, we, and them.	**16** Use each pronoun you have reviewed in a sentence.	**17** Using pronouns, make up a story about the Easter Bunny.	**18** Review compound words. Rule: A compound word is made up of two small words put together. Draw funny pictures to show three compound words. Example: Firecracker = fire + cracker Doghouse = dog + house	**19** Review the rule for contractions. Rule: Contractions are made of two words put together to make a shorter word. An apostrophe (') is used to show where letters are left out. Example: Have your child copy these: doesn't, wouldn't, I'm, shouldn't	**20** Have your child fill in the missing letters in these contractions: Example: I'll = I will. Do these: it's, didn't, could've, you're	**21** Have your child use each contraction you have reviewed in a sentence.
22 EASTER! Review with your child the importance of reading in sequence. Read each sentence to your child, ask him what happened 1st, 2nd, and 3rd. —The boy raked the grass. —The boy cut the grass. —The boy got out the lawnmower.	**23** Have your child read each sentence below and put the sentences in their proper sequence. —The girls dried off with the towel. —The girls had swimming races. —The girls put on their swimming suits.	**24** Have your child match words with their opposites. Sample: Right cry high wrong laugh run walk low	**25** Have your child match the words with words that have the same meaning. top yell holler knock rap scared afraid lid	**26** Review silent consonants. Tell your child that many times letters may be silent. For example, the L in half, or the g in gnat, the h in hour, or the w in wrap.	**27** Have your child underline the silent letter in each word below. know could gnaw honest write wrist	**28** Review the rules for homonyms with your child. Rule: Homonyms are words that sound alike but have different meanings. For example: bare bear right write
29 Have your child list 3 pairs of homonyms and tell you what each word means.	**30** Review with your child the importance of listening carefully and following directions when reviewing academic skills.					

MAY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
"REVIEWING MATH SKILLS"		**1** Sit down with your child. Tell her that this month you will focus on reviewing academic skills that she has learned this year.	**2** Sit down with your child and tell her that her teachers will also be reviewing to prepare for a review skills test in math. Explain to your child why reviewing skills is important.	**3** Review the basic mathematical symbols with your child: + is plus, – is minus, x is times, ÷ is divided by, = is equals, is less than, is greater than	**4** Review number words with your child. Put the number words zero through ten on cards and have your child identify each. For example: zero = 0, one = 1	**5** Review the spelling of number words zero through ten with your child.
6 Review Roman numerals with your child. Have your child identify the Roman numerals for the following numbers: 1, 5, and 10. Answer: I, V, and X	**7** Have your child write the answers in Roman numerals to the following problems: 13 + 10; 5 + 6; 3 + 10	**8** Take 15 minutes; review number words, Roman numerals, and math signs with your child.	**9** Review addition of whole numbers. Add the following columns of 2 digit numbers. 52 + 16 + 31; 23 + 42 + 81; 60 + 95 + 10	**10** Review addition of three digit whole numbers with your child. 248 + 3; 572 + 18; 237 + 482	**11** Review addition of four digit whole numbers with your child. 3468 + 2461 + 1234; 8461 + 7923 + 1001; 5432 + 1234 + 5678	**12** This time, mix one, two, three and four digit numbers and review them. 9 + 9; 52 + 42 + 81; 246 + 3; 3468 + 2461 + 1234
13 Introduce the sign for "greater than." ( ) Have your child read these problems: 8 5; 100 10; 8 6.	**14** Introduce the sign for less than ( ). Have your child read these problems. 5 10; 10 12; 50 100	**15** Using , greater than, or , less than, have your child solve these problems: 60 ___ 75, 100 ___ 80, 25 ___ 33	**16** Review subtraction of two digit whole numbers with your child. 48 – 29; 96 – 72; 96 – 89 Help your child check his work.	**17** Review subtraction of 3 digit whole numbers with your child. 600 – 259; 605 – 143; 678 – 249	**18** Review subtraction of 4 digit whole numbers with your child. 9685 – 9605; 1443 – 1114; 4007 – 3269	**19** This time, mix one, two, three and four digit whole numbers, and review them. 9 – 9; 98 – 78; 605 – 143; 4007 – 3269
20 Review fractions. Have your child cut out a circle. Label the circle 1 whole or 1/1	**21** Have your child cut the circle in half. Have your child label each section. Have your child cut the circle into one-quarters and label each part. 	**22** Have your child add these common fractions: ½ + ½; ¼ + ¼; 1/16 + 8/16	**23** Review multiplication of one digit numbers with your child. Review the 1, 2, and 5 times tables. 1 x 1 =, 1 x 2 =, etc.	**24** Review the following times tables with your child: 3, 4, and 6. 3 x 0 through 3 x 10, 4 x 0 through 4 x 10, 6 x 0 through 6 x 10.	**25** Review the following times tables with your child today.: 7, 8, 9, and 10 7 x 0 through 7 x 10, etc.	**26** Now have your child solve the following single digit multiplication problems. 9 x 9; 5 x 4; 7 x 6; 9 x 8 Check the answers with your child.
27 Sit with your child and review two digit multiplication. 35 x 3; 23 x 4; 30 x 3	**28** Have your child work on three digit multiplication. Review each problem with your child. 400 x 2; 231 x 3; 601 x 9	**29** Review one, two and three digit multiplication facts to check your child's progress. 9 x 8; 35 x 3; 801 x 9	**30** Memorial Day! Review division of one digit numbers with your child. 3 / 6; 4 / 8; 1 / 3	**31** Review division of two digit numbers with your child. 3 / 90; 3 / 40	Watch an educational program with your child.	

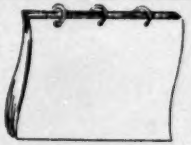
JUNE

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
"HELPFUL SIGNS IN OUR ENVIRONMENT"		Take your child swimming at the local pool.			**1** Sit down with your child and discuss the fact that school will soon be closing. Have your child tell you what school closing means to him.	**2** Tell your child that you will be focusing on recognizing signs in the environment this month. Ask your child why signs are important.
3 Tell your child that signs help us follow rules in our environment and watch out for danger.	**4** Have your child tell you three signs that are important in daily living.	**5** Have your child draw a picture of each sign and post it in his study area.	**6** This week focus on reading and recognizing signs. Ask your child what this sign means.	**7** Ask your child what this sign means. Answer: Railroad crossing.	**8** Ask your child what this sign means.	**9** Ask your child what this sign means. Answer: No bicycles.
10 Ask your child what each colored light means.	**11**  Have your child identify the picture.	**12** Review the signs with your child. Have your child cut out each sign. Scramble the signs and have your child identify the meaning of each.	**13** An important sign for this week is: Ask your child what this sign stands for. Answer: METRO.	**14** Ask your child what these signs mean, and where you might find them.	**15** Show your child this sign; ask him what the sign means. Answer: No Swimming.	**16** Show your child this sign, ask your child what this sign means. Answer: No Diving.
17 Show your child this sign and have him tell you what it means. Answer: No Fishing.	**18** Ask your child if he recognizes this sign. Ask your child what it means. Answer: The Handicapped.	**19** Discuss each sign with your child. Have your child tell you why he feels signs are important. Have your child tell you how signs might save lives.	**20** Introduce this common sign. Ask your child its meaning. Tell him what it means.	**21** Show your child this sign. Ask him to tell you what it means. Answer: No Smoking.	**22** Ask your child what this sign means. Answer: Stop.	**23**  Show your child this sign. Ask him what happens if you park between the hours listed. Answer: You will be towed away or get a ticket.
24 Show your child this sign. Ask him to tell you what happens to cars when they go into a dead end street.	**25** Show your child this sign. Explain to him that a pedestrian is someone who is walking. Tell him that prohibited means "not allowed." Now ask him what this sign means.	**26** Go through your house. Look for things that are poison. Have your child call the Poison Center and ask for Mr. Yuk stickers.	**27** Have your child list all of the poisonous things he has found in the kitchen and bathroom. Let him put a Mr. Yuk sticker on each item.	**28** Using this calendar, play an identification game using the signs shown. Point to a sign; have your child tell its meaning.	**29** Have your child make up a story using signs. Have someone in your family read the story to test their sign knowledge.	**30** Once again review the signs with your child. Stress the importance of using signs in the environment as helpers.

JULY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Sit down with your child. Tell her that this month you will focus on basic survival information. Tell your child that survival information helps us to be able to take care of ourselves.	**2** Tell your child to close her eyes and pretend she is lost in a big city. Have your child name 3 things she would need for survival.	**3** Play a survival game with your child. Have your child list 10 things she would need to survive on the moon; for example, air, water, food.	**4** INDEPENDENCE DAY! Have your child list 3 items you need to survive in a warm climate. Draw a picture of these items.	**5** Sit with your child and have her list 3 items which you need to survive in a cold climate. Draw a picture of these items.	**6** Sit down with your child. Have her tell you 5 things that one needs to survive in Washington, D.C. Ask her why she feels these things are important.	**7** Tell your child that personal information is important for survival. Have your child make an I.D. card. Name: Address: Tele. :
8 Have your child identify the nearest Metro stop in your area. Ask your child what route she would use to get home. Have your child call Metro Information for the Metro route.	**9** Have your child make a picture map describing how to get from your house to her school.	**10** Review alphabetizing skills with your child, using the names of streets in your area. For example: Elm Street, Fern Street, Gardenia Street	**11** Sit down with your child; using the telephone directory, copy these emergency numbers: Police Department Fire Department Your work number Your family doctor's number	**12** Make a Summer Directory with your child. List the names of your child's friends and some places you might visit.	**13** Make an emergency information card with your child. List on the card the following: Name _____ Address _____ Parent's Name _____ Family Doctor _____ Phone: Work _____, Home _____ Close Relative: Name _____ Phone _____	**14** Sit down with your child. Play a game called "Emergency." Ask your child to tell you her name, address, telephone number and an emergency number, and how to get to your house.
15 Sit down with your child. Review the importance of good grooming. Have your child draw or find a picture of someone neatly groomed and someone sloppily groomed. Have your child tell you how people react to each.	**16** Have your child look in her clothing and make an information and size chart. Have her copy the instructions for taking care of her clothes.	**17** Review time telling skills with your child. Have your child draw a large clock.	**18** Have your child set the clock on the time she gets up, has breakfast, eats lunch, goes to bed, etc. Have your child tell you other ways in which we tell time.	**19** Review using the telephone with your child. Ask your child how these numbers help you: "0" —Operator 411—Information 911—Police	**20** Have your child identify paper money and coins. Have your child count change for $1.00, .25¢, $5.00, etc.	**21** Review consumer education skills with your child. Have your child compare prices of similar products, for example. Decide which one is a bargain.
22 Give your child an imaginary $50.00. Have her write out a menu for 5 days. Using the newspaper, have your child shop for the family.	**23** Have your child cut out all the items she identified when newspaper shopping. Have your child add up her price list. See if she is a comparative shopper.	**24** Have your child make a lunch menu for 3 days.	**25** Have your child give you the average price for 3 days of lunches. (To find the average, add 3 days of lunches and divide them by three.)	**26** Have your child sew a button on a coat, shirt, or dress. Review threading the needle and sewing the button on with your child.	**27** Review survival skills when crossing the street. Ask your child what you must do before you cross the street. Answer: Look both ways.	**28** Review measurement skills with your child. Tell your child that these skills are important in taking care of oneself.
29 Have your child list 3 new survival skills she has learned this month. Discuss these skills with her. Have her tell you why he feels these skills are important.	**30** Sit with your child and write a story about the importance of survival skills for daily living.	**31** Review the general skills of identifying information with your child.	"SURVIVAL SKILLS" Take your child to watch the fireworks display.			

AUGUST

SUNDAY	MONDAY	TUESDAY	WEDNESDAY		FRIDAY	SATURDAY
"SAFETY SKILLS"			**1** Sit down with your child. Tell your child that you will be working on safety skills this month. Discuss with your child why safety skills are important.	**2**  Make a safety chart. Have your child write a sentence about the importance of safety.	**3** Ask your child to look around the kitchen. Have him identify objects which could become safety hazards. Make a kitchen safety list.	**4** Give your child an old magazine or newspaper. Have him cut out pictures of the things listed on his kitchen safety chart.
5 Show your child this picture. Discuss the danger, and make up a safety rule.	**6** Show your child this picture. Discuss it and make up a safety rule.	**7** Show your child this picture, ask him some of the dangers.	**8** Have your child look at the picture again and tell you how the accident could have been prevented.	**9** Give your child this rule: Do not play with sharp objects! Have your child list several sharp objects in the home.	**10** Show your child these pictures. Ask your child where the safety hazard might occur.	**11** Ask your child to identify what happens when people spill liquid and forget to clean it up. Have your child act it out.
12 Remind your child of the dangers of putting foreign objects in his mouth or ear. Have your child list the dangers.	**13** Ask your child to accompany you to the bathroom. Have him look around the bathroom and identify 3 safety hazards.	**14** Have your child make up a bathroom safety list. Post the list on the inside of the bathroom door.	**15** Show your child this picture. Ask him to tell you the safety skill needed.	**16** Show your child this picture and ask him the safety skill needed.	**17** Show your child this picture and ask your child what the problem might be here. Ask him why this might be a safety hazard.	**18** Take a tour through your house. Have your child list one safety hazard in each remaining room. Have your child make up a safety rule for each hazard.
19 Make a chart of house safety rules with the new rules from each room.	**20** Ask your child what he thinks it means to be careless. Have your child list 5 ways in which people are often careless. For example: • leaving the stove on • leaving toys out, etc.	**21** Have your child list 5 safety skills needed for playing outdoors. Have your child list these skills and draw a picture of each.	**22** Find a picture of children at a pool (in the Sunday Magazine). Have your child tell you why it is dangerous to swim alone.	**23** Show your child the picture of children at a pool. Ask your child why it is dangerous to run near a pool.	**24** Remind your child to watch out for traffic. Ask your child for 3 safety rules when crossing the street. For example: Look both ways.	**25** Make up a riddle with your child about safety in the streets. Have your child draw a picture to show the riddle. For example: Walk on the green, and not in between.
26 Sponsor a poster contest for Summer safety in your house. Let the people in your family choose the poster they like the best and hang it in a special place.	**27** Review the safety skills you have covered for dangers in the house. Have your child discuss them.	**28** Review the safety skills you have learned for safety outdoors. Have your child discuss them.	**29** Ask your child to list 3 steps he would take to get help in case of an emergency. Ask your child who he would call.	**30** Make an emergency number card with your child. Have your child hang the card near your telephone.	**31** Teach your child to dial 911 if there is an emergency and no one is home. Remind your child to stay calm and to explain what happened, and to listen carefully for emergency instructions.	Visit the Rock Creek Park Nature Center with your child.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Floretta Dukes McKenzie
Superintendent of Schools
Chief State School Officer

Wilbur A. Millard
Associate Superintendent
Office for Special Services and State Affairs

Doris A. Woodson
Assistant Superintendent
Division of Special Education and Pupil Personnel Services

BOARD OF EDUCATION

R. David Eaton, President
Nathaniel Bush, Vice President
Bettie G. Benjamin
Linda W. Cropp
R. Calvin Lockridge
R. David Hall
Eugene Kinlow
Barbara Lett Simmons
Wanda Washburn
John E. Warren
Tanya Turner (Student Representative)

This calendar was developed by the State Resources and Support Branch, Division of Special Education and Pupil Personnel Services, and supported by the Mid-Atlantic Regional Resource Center, George Washington University (under Department of Education contract 300-80-0718).

The idea for this calendar was borrowed from a similar calendar produced by the Louisiana Department of Education.